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The purpose of Book I is to organize the subject-matter of the first four years of school so that the child will acquire skill in the use of the fundamental processes, simple measures, and easy fractions. Book II, intended for use in the fifth and sixth grades, stresses the fundamental operations with particular attention to the more difficult processes. Book III, to be used in the seventh and eighth grades, aims to review and perfect the work with integers, common fractions, and decimals, to apply the processes of arithmetic to problems of interest to the children, and to give much problem material in which are involved the arithmetical requirements common to many vocations.

With these purposes in mind, the author has presented a variety of carefully organized material in such a way that the text may, if the teacher chooses, be used as a means of instruction or it may be used as supplementary material from which selected exercises for drill and practice may be drawn. The fact that the books are addressed directly to the children, in language for the most part within their comprehension, is an advantage.

Two features of Book I might with profit be carried over into the other books of the series. The first is a short chapter entitled "Suggestions to Teachers," in which the aims for the first four grades are noted and the topics to be mastered in each of the first four years are definitely set forth. The second feature, which is addressed to the children, is an occasional list of things they should be able to do upon completing a given section of the book.

ADELINE SHERMAN

UNIVERSITY OF CHICAGO ELEMENTARY SCHOOL

Practical English for grammar grades and junior high schools.—The growing tendency of the curriculum is to provide a practical course of instruction which will prepare the pupil to participate most efficiently in the duties and activities of life. Increasing emphasis is being placed upon the correlating of fundamental subjects with the material presented in content courses, thereby providing both specific and general training. A very striking example of a broad course of instruction in English is presented in a recent book¹ by Mildred B. Flagg, designed for use in the grammar grades and in junior high schools. The book is the outcome of five years of experience in the teaching of English by the project method. Each unit of material presented has been tested many times in various English classes.

The paragraph has been made the subject of special study; and letter-writing, the making of reports, memory training, the use of reference books, telephone conversations, verse-making, dramatization, and the study of literary masterpieces have received much attention. Provision has been made for only enough technical grammar to furnish a touchstone by which the pupil is able to understand what he reads and to correct his own faulty habits of speech [pp. viii-ix].

¹ MILDRED B. FLAGG, *Community English*. New York: Macmillan Co., 1921. Pp. xvi+266.

Each exercise has some practical value for the pupil, the illustrations and selections bearing a direct relation to the essential facts of life. The book provides a far greater amount of material than any teacher or class can possibly use, thus enabling the instructor to choose material which will best serve the needs of the individual pupils or community.

The play spirit is made a salient feature of the classroom activity. This helps to eliminate lost energy and mind-wandering and enables the pupil to lose sight of the fact that he is gaining knowledge through the interest which he manifests. The book contains a wide selection of material for instruction in practical English by the project method. While providing a course in English with a practical content, the book does not neglect the rudiments of speech.

W. D. BOWMAN

The measurement of intelligence.—The fact that the testing of intelligence has been adopted with unrestrained enthusiasm by some teachers while others have seen in it only a movement to be condemned emphasizes the need of a clear, critical statement of the values and uses of intelligence tests. Such a statement has appeared in the current yearbook¹ of the National Society for the Study of Education.

The content of the book, which consists of a series of studies by twelve contributors, is described in the following statement from the Preface:

For the purpose of correcting some of these errors and misunderstandings and of explaining in a clear and accurate manner the theory, nature, and practical use of intelligence tests, the present yearbook has been compiled. It is composed of two parts. . . .

Part I attempts to show just what is to be understood by the term "general intelligence," to indicate how this may be measured, and to show the steps by which mental tests have grown up and some of their most essential characteristics. Further, the attempt is made to acquaint the teacher and administrator with the correct methods of studying and evaluating the results of mental testing. A descriptive bibliography is added which furnishes information in regard to the various group tests of intelligence now available. A brief chapter is added on the importance of measurement in education generally.

Part II takes up in some detail the administrative uses of intelligence tests in various grades of instruction, beginning with the primary grades and ending with the college and university. In the discussions in this part of the book the purpose is to set forth in some detail the procedure and results of mental testing as far as they relate to matters of instruction and administration [p. viii].

The book not only crystallizes a more scientific attitude toward intelligence testing but also provides specific answers to a number of questions. Dr. Rugg

¹ *Intelligence Tests and Their Use*. Twenty-first Yearbook of the National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Co., 1922. Pp. ix+288. \$1.50.